

Interprofessional Education 101: Where do AHECs fit?

US. Department of Health and Human Services (HHS)
Health Resources and Services Administration (HRSA)
Bureau of Health Professions (BHPr)
Division of Public Health and Interdisciplinary
Education (DPHIE)
Area Health Education Center (AHEC) Branch
AHEC Training and Consultation Center (A-TrACC)

Presenters:

- ▶ Amy Blue, PhD – Assistant Provost for Education, Medical University of South Carolina
- ▶ Barbara Brandt – Associate Vice President for Education, University of Minnesota and Director, Minnesota AHEC
- ▶ David Garr, MD – Associate Dean and Executive Director, South Carolina AHEC

Agenda

1. Objectives for the webinar – David
2. Interprofessional education in the U.S. and elsewhere – Amy
3. Current challenges with IPE in the U.S. and the role for AHECs – Barbara
4. Examples of what two AHECs are doing to advance IPE
5. The opportunity for AHECs to take a national leadership role with IPE – David
6. Resources to assist AHECs with advancing IPE – Amy and Barbara
7. Discussion/questions
8. Conclusion – David

Objectives for the webinar

- ▶ Recognize the increasing attention being given to IPE
- ▶ Recognize the opportunity available to AHECs to be leaders in IPE
- ▶ Recognize some of the challenges that AHECs might encounter as they seek to advance IPE
- ▶ Recognize the need to provide information to HRSA regarding the IP/ID performance measures and IP/ID outcomes
- ▶ Learn about IPE resources that can be helpful to AHECs

Interprofessional education in the U.S. and elsewhere

Interprofessional Education

- ▶ When students from *two or more professions* learn *about, from and with each other* to enable effective collaboration and improve health outcomes.

WHO Framework for Action 2010

Interprofessional Collaborative Practice

- ▶ When multiple health workers from different professional backgrounds work together with patients, families, carers, and communities to deliver the highest quality of care.
 - A collaborative practice-ready health worker is someone who has learned how to work in an interprofessional team and is competent to do so.

WHO Framework for Action 2010

Interprofessional/Interdisciplinary Education

- ▶ Interprofessional/Interdisciplinary (IP/ID) education and training is defined as the collaborative process by which an IP/ID team of health care professionals—faculty, clinical preceptors and community health care providers—collaborates, plans, and coordinates an IP/ID program of education and training that encompasses didactic and clinical training components. The collaborative process requires the preparation and functioning of IP/ID teams who share knowledge and decision making with the purpose of creating solutions to health care problems that transcend conventional discipline-specific methods. The goal is to work together in service of patient-centered and/or community-centered health care need.

IPE Internationally

- ▶ Several national organizations exist
 - Center for Advancement of Interprofessional Education (CAIPE) in the United Kingdom
 - Canadian Interprofessional Health Collaborative (CIHC)
 - Others in Europe, Australia, etc.
- ▶ International All Together Better Health Conference (ATBH) – started in 1997

IPE in the U.S.

- ▶ Work in the early 1970s based on premise that interdisciplinary teams represented the future of health care
- ▶ Efforts tended to be elective, linked with funding initiatives

IPE in the U.S.

- ▶ Institute of Medicine reports:
To Err is Human (2000)
Crossing the Quality Chasm (2001)
Health Professions Education: A Bridge to Quality (2003)
- ▶ Focused on safety and quality issues and the need for interprofessional team training in health professions education

IPE in U.S.

- ▶ 2007 Collaborating Across Borders: An American–Canadian Dialogue on Interprofessional Health Education (CAB I) held in Minneapolis
- ▶ Joint effort with CIHC and US IPE leaders
- ▶ US IPE leaders recognized time to revitalize IPE in health professions education

IPEC

- ▶ Interprofessional Education Collaborative composed of health professions organizations
 - AACN, AACOM, AACCP, ADEA, AAMC, ASPH
- ▶ 2010 charged an expert panel to develop core competencies for interprofessional collaborative practice
- ▶ Report published in May 2011

Competency Domains

- ▶ Values/Ethics for Interprofessional Practice
- ▶ Roles/Responsibilities
- ▶ Interprofessional Communication
- ▶ Teams and Teamwork

Values / Ethics

Work with individuals of other professions to maintain a climate of mutual respect and shared values.

Roles / Responsibilities

Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of the patients and populations served.

Interprofessional Communication

Communicate with patients, families, communities and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and treatment of disease

Teams and Teamwork

Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient/population-centered care that is safe, timely, efficient, effective, and equitable.

Emerging National Efforts

- ▶ Team-Based Competencies: Building a Shared Foundation for Education and Clinical Practice
 - HRSA, Macy Foundation, RWJF, ABIM Foundation, and IPEC
 - Held to advance IPE and introduce IPEC expert panel work
 - February 2011

American Interprofessional Health Collaborative (AIHC)

- Followed from the CAB I conference through work of interested US IPE leaders
- Recognize growing interest and need for IPE in health professions education and clinical practice
- Resource and network for persons engaged in work
- Collaborative partnerships with CIHC, IPEC, and IPPIA

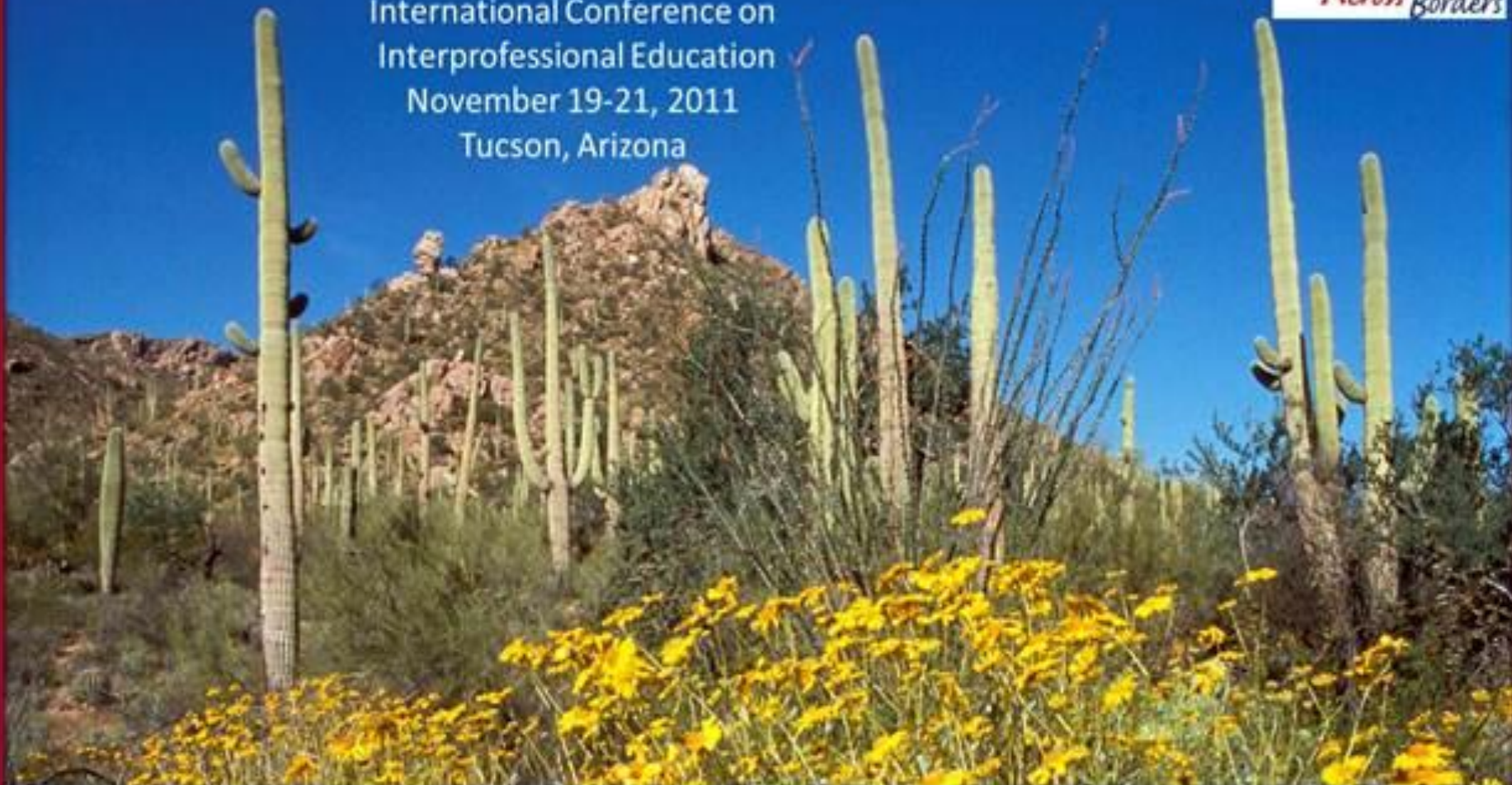
CAB III Conference

- ▶ CAB III Conference – joint AIHC and CIHC effort
 - (CAB II held in Halifax of May 2009)
- ▶ Tucson, Arizona – November 19 – 21, 2011

Collaborating Across Borders III

Interprofessional Collaboration:
From Concept to Preparation to Practice

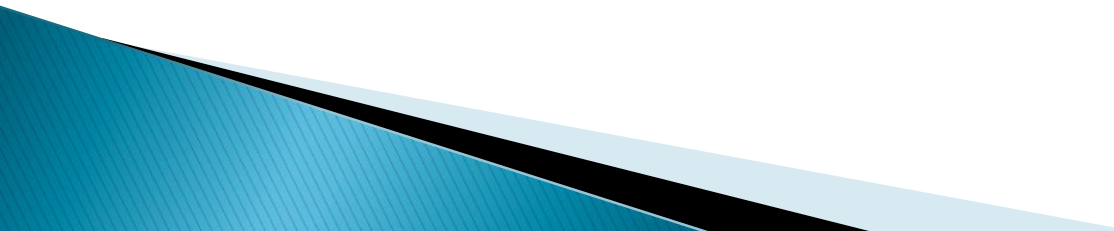
International Conference on
Interprofessional Education
November 19-21, 2011
Tucson, Arizona



Registration is now open! Visit www.cabArizona2011.org

Current challenges for AHECs and IPE issues

Current issues/challenges

- ▶ Standardize the language of IPE
 - ▶ Operationalize the “big picture” definition of IPE
 - ▶ Seeing “different parts of the elephant” of IPE
 - ▶ Stable teams -- high performing teams that change
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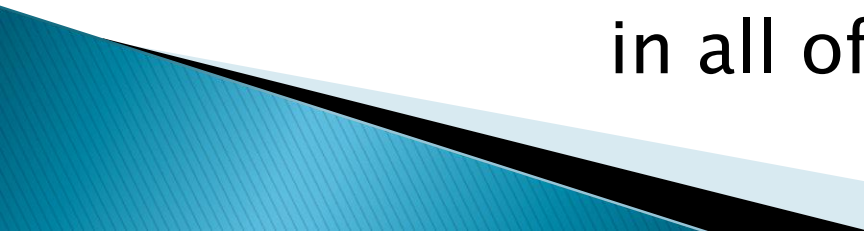
Current issues/challenges

Schedules

Current issues/challenges

- ▶ Weak evidence linking IPE, learning and practice/patient outcomes
- ▶ Few rigorous experiments
- ▶ Growing “science” and scholarship of teamwork

Current imperatives & leadership potential

- ▶ Strong need to link:
 - Learning to practice
 - Health professions programs and practice
 - ▶ “Triple Aim”: cost, quality and experience
 - ▶ Health homes, accountable care organizations
 - ▶ Moving beyond healthcare to health
 - ▶ Redefining “workforce”
 - ▶ Accreditation standards in health professions
- AHECs can be facilitators because we live
in all of these worlds.
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Examples of what two AHECs are doing to advance IPE

University of Minnesota

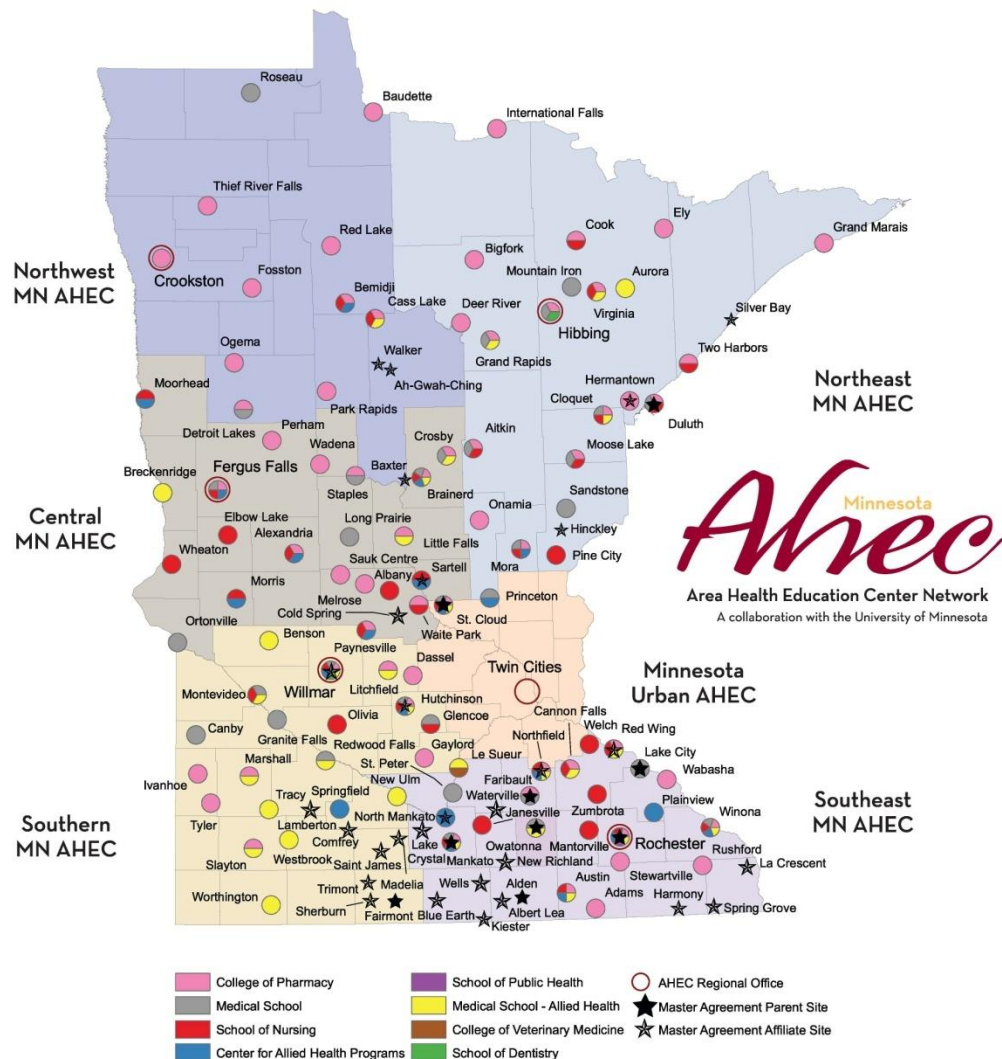


UNIVERSITY OF MINNESOTA

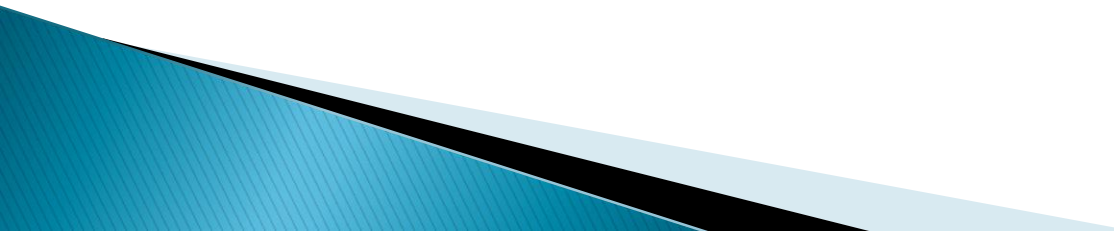
Academic Health Center

Office of Education

Affiliation Agreements



Minnesota AHEC examples

- ▶ Two examples:
 - Otter Tail County “Right-side Up” Central Minnesota AHEC
 - Pall CI NE MN AHEC’s MnHealthNet HRSA-funded network
 - ▶ Cohorts of teaching teams
 - ▶ Core competencies – existing sites
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Medical University of South Carolina

IPE at MUSC

- ▶ Creating Collaborative Care (C3) program
- ▶ Four learning goals for students
 - Teamwork skills
 - Knowledge and appreciation of other professions
 - Application of teamwork skills in IP learning
 - Demonstration of teamwork skills in IP practice settings

Early AHEC Involvement

- ▶ South Carolina Rural Interdisciplinary Program of Training (SCRIPT)
 - Summer experience – 6 weeks
 - Students participated in clinical work per profession
 - Met regularly for common learning
 - Engaged in community work together
 - Participation by students from several S.C. health professions campuses
 - Funded for 14 years by HRSA Quentin Burdick Program

MUSC Partnership with AHEC

- ▶ Interprofessional Service Learning Project
 - During required clinical rotations
 - Learn about each other's professions and teamwork
 - Work as a team to deliver a service learning activity; link with Junior Doctors of Health Program
- ▶ AHEC HPS coordinators aid with schedules, facilitate learning sessions and links to community for project

MUSC Partnership with AHEC

- ▶ Develop curriculum material together for students
- ▶ Organize community site information to identify locations for IP training
- ▶ Pilot activity of students meeting to discuss clinical cases
- ▶ Assist with Interprofessional Day on MUSC campus

The opportunities for AHECs to take a national leadership role with IPE

Opportunities for AHECs

- ▶ Work with faculty to identify IPE didactic content to be included in the curriculum
- ▶ Provide IPE learning opportunities for students during community-based clinical rotations
- ▶ Help equip students with the four IPEC competencies mentioned earlier
- ▶ Help prepare the present and future workforce for the Patient-Centered Medical Home

Opportunities for AHECs

- ▶ Provide continuing education programs to meet the needs of interprofessional health care teams
- ▶ Address key health promotion and disease prevention priorities using interprofessional teams
- ▶ Use new technology to support IP learning opportunities
- ▶ Assist with translational research (eg: chronic disease management and the IP team)

Resources

- ▶ American Interprofessional Health Collaborative: www.aihc-us.org
- ▶ Canadian Interprofessional Health Collaborative: <http://www.cihc.ca/>
- ▶ Center for the Advancement of Interprofessional Education (CAIPE): <http://www.caipe.org.uk/>
- ▶ IPEC Core Competencies for Interprofessional Collaborative Practice <http://www.aacn.nche.edu/Education/pdf/IPECReport.pdf>
- ▶ Josiah Macy Foundation, American Board of Internal Medicine Foundation, and Robert Wood Johnson Foundation. Team-based competencies, Building a shared foundation for education and clinical practice. Conference Proceedings. February 16–17, 2011. https://www.aamc.org/download/186752/data/team-based_competencies.pdf
- ▶ Medical University of South Carolina Creating Collaborative Care (C3) Program: <http://www.musc.edu/c3>
- ▶ University of Minnesota Academic Health Center for Interprofessional Education(CIPE): <http://www.ipe.umn.edu/>
- ▶ WHO Framework for Action: http://www.who.int/hrh/resources/framework_action/en/
- ▶ International Health Workforce Collaborative: Interprofessional Education & Training in the U.S. <http://rcpsc.medical.org/publicpolicy/ihtwc.php>

Discussion / Questions

Conclusion

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